



# Spring Professional Development Workshop

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# CTE Spring Workshop

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# What's Happening Today

## My commitment to you:

- I will keep on schedule and keep us focused on our objectives.
- I will model classroom techniques and Tennessee standards practices.
- If I cannot answer a question for you today, I will find the answer and get back to you.
- You will walk away this afternoon with tools to use in your classroom.

## Expectations:

- Trust we are all here for the same reason: Our Students!
- Follow the norms and stay actively engaged.
- Address questions as they come up.

# Objectives

By the end of training today, each of you will be able to:

**1. Understand the instructional expectations of the standards, including:**

- Alignment to Tennessee Standards for Literacy in Technical Subjects
- The knowledge and skills expected in each standard
- Connections to general education course standards

**2. Develop initial resources for use in your classroom to implement the standards, including:**

- Instructional strategies that promote research
- Authentic writing prompts
- High quality objectives

**3. Know where to find resources, tools, and support for implementing the standards.**

**4. Have access to Department of Education personnel to get your specific questions answered.**

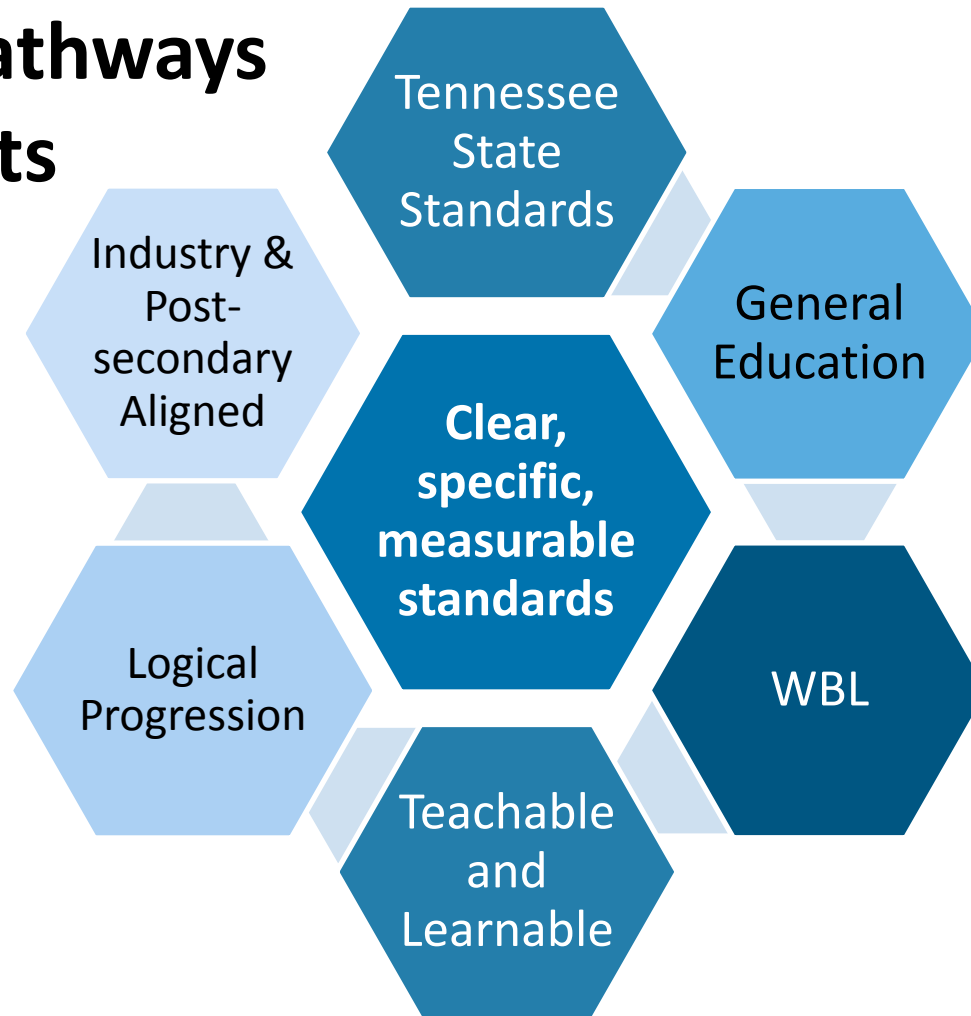
# Agenda

Time	Activities
9 – 9:10	Welcome and Introductions
9:10 – 9:30	Setting the Context: Overview of Standards Revisions
9:30 – 10:30	Breaking Down Standards into Knowledge and Skills*
10:30 – 11:15	Engaging Research*
11:15 – 12:45	Lunch (on your own) <i>Optional brown-bag work session and Q&amp;A tables</i>
12:45 – 2:15	Writing in Your Content*
2:15-3:45	Developing High Quality Objectives & Units*
3:45 – 4:30	Bringing it all Together

\* Participant work time, take breaks as needed

# Setting the Context: Standards Revision Process

## Building Pathways for Students



# Setting the Context: Standards Revision Results

Marketing Cluster	Business Cluster	Finance Cluster
Introduction to Business & Marketing	Introduction to Business & Marketing	Introduction to Business & Marketing
Entrepreneurship	Advanced Computer Applications	Accounting I
Retail Operations	Business Management	Accounting II
Business and Entrepreneurship Practicum	Business and Entrepreneurship Practicum	Financial Planning

# Course Description Documents

Features of standards that will  
help you in your classroom.





# Course Description Documents: Overview



## Introduction to Business and Marketing

Primary Career Cluster:	Business Management & Administration
Consultant:	Joy Smith, (615) 532-6248, <a href="mailto:Joy.Smith@tn.gov">Joy.Smith@tn.gov</a>
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Business, Marketing, or Finance courses.
Programs of Study and Sequence:	This is the first course in the <i>Business Management, Health Services Administration, Accounting, Banking &amp; Finance, Marketing Management, and Entrepreneurship</i> programs of study.
Necessary Equipment:	Computer laboratory
Aligned Student Organization(s):	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> FBLA: <a href="http://www.fblatn.org">http://www.fblatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
Coordinating Work-Based Learning:	Teachers who hold an active work-based learning (WBL) Certificate issued by the Tennessee Department of Education may offer appropriate student placement. For more information, please visit <a href="http://www.tn.gov/education/cte/work_based_learning.shtml">http://www.tn.gov/education/cte/work_based_learning.shtml</a> .
Available Industry Certifications:	None
Dual Credit or Dual Enrollment:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsements:	030, 035, 052, 054, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Trainings:	None
Teacher Resources:	<a href="http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml">http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml</a>

DRAFT 11-11-14

### Course Description

*Introduction to Business and Marketing* is an introductory course designed to give students an overview of the *Business Management and Administration, Marketing, and Finance* career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the *Business, Marketing, or Finance* programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Economics standards.\*

### Program of Study Application

This is the foundational course for all *Business Management & Administration, Marketing, and Finance* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the *Business Management & Administration, Marketing, and Finance* career cluster websites available here: <http://www.tn.gov/education/cte/clusters.shtml>.

### Course Standards

#### Career Exploration of Business Management, Finance, and Marketing Careers

- 1) Explore careers in each of the *Business Management & Administration, Finance, and Marketing* pathways. For each of these career clusters, research the job descriptions and typical activities of major professions such as chief executive officer, accountant, real estate agent, advertising specialist, branch manager, wealth management/trust officer, and more. Produce a career pathways chart or other graphic detailing the aptitudes and training required for careers of interest. For example, outline the typical skills and training required to become a human relations manager, including personal aptitudes, postsecondary credentials, and licensing. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted. (TN Reading 1, 2, 3, 4, 7; TN Writing 2, 9)
- 2) Conduct a job market search for one of the careers selected in the preceding standard by browsing print and online job boards and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career, based on the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities outlined in the vacancy announcement. (TN Reading 1, 4, 9; TN Writing 4, 7)

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# Course Description Documents: Look and Feel

## Existing: **2.0** Business Principles

2.1 Demonstrate foundational knowledge of business laws and regulations to understand their nature and scope.

2.2 Relate knowledge of business ownership to the establishment and continuation of business operations.

2.3 Analyze the need for business law for the business and consumer.

2.4 Analyze the need for ethics in business.

## Revised: Introduction to Business and Marketing

7) Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities and other market factors. (TN Reading 2; TN Writing 2, 7)

# Course Description Documents: Overview

## Course Description Document Read-Through

Take 5 minutes to skim through a full course description document for a course in your folder. Get out a pen and take notes using the following conventions:

! I am really excited about this.

? I have a question about this.

⚡ This will be a challenge standard for me.

\* This will be important for me.



# Knowledge and Skills

How to Unpack a Standard

# What's Happening Today

## Part One of Three-Part Series

Please take out your *Knowledge and Skills* worksheets.

- **“Knowledge and Skills: Unpacking Course Standards”** is part one of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

## Objective for this Session

### **1. Understand the instructional expectations of the new standards, including:**

- Alignment to Tennessee State Standards for Literacy in Technical Subjects
- The knowledge and skills expected in each standard
- Connections to general education course standards

# Why Unpack a Standard?

- Unpacking a standard into knowledge and skills allows for a **sequenced approach to instruction** that is grounded in real world application.
- Once teachers have broken down the knowledge and skills inherent in their standards, they can start to **group standards with like content** to conceptually **deepen student understanding**.

# Process for Unpacking a Standard

The first step in translating CTE course standards into relevant, engaging and student outcome-focused lessons involves a careful reading of the standards to ensure clarity and an understanding of how the parts fit together.

## Process we'll be using today:

1. Identify and highlight nouns and verbs in the standard
  - Determine the “knowledge” and “skills” students need to be proficient
2. Reference aligned Tennessee State Standards for additional detail
  - Enhance K&S with embedded Tennessee State Standards expectations for students

# Process for Unpacking a Standard

Process can be started by simply **underlining or highlighting the nouns and verbs within the standard**. The nouns are the “what” and the verbs are the “how.”



Knowledge

- Nouns within the standards
- What a student should know



Skills

- Verbs within the standards
- What a student should be able to do



# Process for Unpacking a Standard: Knowledge

**Step 1:** Highlight/Underline the **NOUNS** to identify the “knowledge” components.

## Example: Introduction to Business and Marketing Standard 7

- Compare and contrast the three primary types of **business ownership: sole proprietorship, partnership, and corporation**. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its **operations** in response to **market** and **population shifts, infrastructure development, inventions, expansion opportunities** and other **market factors**. (TN Reading 2; TN Writing 2, 7)

# Process for Unpacking a Standard: Skills

**Step 1 continued:** Highlight/Underline the **VERBS** to identify the “skills” components.

- **Compare** and **contrast** the three primary types of business ownership: sole proprietorship, partnership, and corporation. **Research** a local business in the community and **compile** a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, **highlight** any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities and other market factors. (TN Reading 2; TN Writing 2, 7)

# Process for Unpacking a Standard: Skills

**Step 1 continued:** Be careful! Sometimes, you need to search for **descriptive adjectives** to really know what the standard is looking for.

## **Example: Introduction to Business and Marketing Standard 7**

Compare and contrast the **three primary types** of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities and other market factors. (TN Reading 2; TN Writing 2, 7)

# Process for Unpacking a Standard: Add to Chart

**Step 1 continued:** Once the knowledge and skills are identified in the standard, the teacher can place these into a knowledge and skills chart.

Standard	Knowledge	Skills
<p>7) Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)</p>	<p>Types of business ownership</p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> </ul> <p>Business profile</p> <ul style="list-style-type: none"> <li>• ownership</li> <li>• history</li> <li>• description of products sold</li> <li>• description of services offered</li> </ul> <p>Business changes</p> <ul style="list-style-type: none"> <li>• operations</li> <li>• infrastructure</li> <li>• inventions</li> <li>• expansions</li> <li>• other market factors</li> </ul>	<p><b>Compare and contrast</b> R2 Determine central idea</p> <p><b>Research</b> R2 Determine central idea W7 Conduct short research project</p> <p><b>Compile</b> W2 Write informative/explanatory texts</p> <p><b>Highlight</b> W2 Write informative/explanatory texts W7 Conduct short research project</p>

# Process for Unpacking a Standard: Add to Chart

**Step 1 continued:** It is important to not stop here! Many times, you will need **to expand concepts** into what students would need to know to fully grasp concepts. This needed detail will be necessary to plan thorough lessons.

Knowledge
<b>Types of business ownership/Description:</b> <ul style="list-style-type: none"><li>• Sole proprietorship</li><li>• Partnership</li><li>• Corporation</li></ul> <b>Advantages:</b> <b>Disadvantages:</b>

# Process for Unpacking a Standard: TN State Standards

**Step 2:** Once you have identified the knowledge and skills within the standard, reference the aligned Tennessee State Standards in Technical Subjects and relevant general education standards (if applicable) listed at the end of the standard.

Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities and other market factors. **(TN Reading 2; TN Writing 2, 7)**

# Process for Unpacking a Standard: TN State Standards

You can find additional information on these referenced standards by scrolling to the bottom of the [course description document](#) to the *Standards Alignment Notes* section.

## Example: Course title page

TENNESSEE DEPARTMENT OF EDUCATION FIRST TO THE TOP	
Marketing and Management I: Principles	
Primary Career Cluster:	Marketing
Contact:	Jay Smith, (615) 532-6248, <a href="mailto:jay.smith@tn.gov">jay.smith@tn.gov</a>
Course Code(s):	1902
Prerequisite(s):	None
Credits:	1
Grade Level:	10-11
Graduation Requirement Substitution:	Completion of one credit of the core course Marketing I satisfies the Economics requirement for graduation.
Programs of Study and Sequencer:	This is the second course in the Marketing Communications, Merchandising, and Entrepreneurship programs of study within the Marketing career cluster.
Necessary Equipment:	Access to computers
Aligned Student Organization(s):	DECA - <a href="http://www.deca.org">www.deca.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:sarah.williams@tn.gov">sarah.williams@tn.gov</a>
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer placement in internship, school-sponsored enterprise, or Co-op. Please visit <a href="http://www.tn.gov/education/top-eds/">http://www.tn.gov/education/top-eds/</a> for additional details.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are dual credit opportunities for this course such as Volunteer State to Middle Tennessee State University through AAS to BS Agreement.
Teacher Endorsement(s):	090, 095, 098, 092, 094, 096, 097, 203, 202, 204, 311, 430, 435, 436, 472, 473, 474, 475, 476
Required Teacher Certification/Training:	None
Teacher Resources:	<a href="http://www.tn.gov/education/cte/marketing.html">http://www.tn.gov/education/cte/marketing.html</a>
Course Description Marketing and Management I: Principles focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing	

Last Page

### Standards Alignment Notes

#### \*References to other standards include:

- **TN Reading:** [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Reading Standards for Literacy in Science and Technical Subjects 8-12/Grades 9-10 Students](#) (page 85)
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate Fluency in Standard 10 at the conclusion of the course.
- **TN Writing:** [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 8-12/Grades 9-10 Students](#) (pages 84-86)
  - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate Fluency in Standards 2, 3 and 10 at the conclusion of the course.
- **P21:** [Partnership for 21st Century Skills Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and providing specific career readiness skills.

# Process for Unpacking a Standard: Tennessee State Standards

**Step 2 continued:** These referenced standards will assist you in creating strong objectives, understanding how to present information to students and what additional types of information should be used to support conceptual understanding of the knowledge and skills identified in the CTE standard.

## Example: Introduction to Business and Marketing Standard 7

- **TN Reading 2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **TN Writing 2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **TN Writing 7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



# Process for Unpacking a Standard: Add to Chart

**Step 2 continued:** Once you have read the reference and the aligned Tennessee State Standards in Technical Subjects. List any parts of the standards that can support conceptual understanding.

Standard	Knowledge	Skills
<p><b>7)</b> Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)</p>	<p>Types of business ownership Advantages and disadvantages</p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> </ul> <p>Business profile</p> <ul style="list-style-type: none"> <li>• ownership</li> <li>• history</li> <li>• description of products sold</li> <li>• description of services offered</li> </ul> <p>Business changes</p> <ul style="list-style-type: none"> <li>• operations</li> <li>• infrastructure</li> <li>• inventions</li> <li>• expansions</li> <li>• other market factors</li> </ul>	<p><b>Compare and contrast</b> R2 Determine central idea</p> <p><b>Research</b> R2 Determine central idea W7 Conduct short research project</p> <p><b>Compile</b> W2 Write informative/explanatory texts</p> <p><b>Highlight</b> W2 Write informative/explanatory texts W7 Conduct short research project</p>

# Let's do one together

## Introduction to Business and Marketing

### Standard 8

Drawing on resources such as the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and local Chambers of Commerce or Development Districts, investigate the current economic situation in the county and compare it to the economic situation of the state. Write a report on the findings, citing evidence from sources researched. Findings can include the unemployment rate, business growth/decline, occupation growth/decline, population changes, government operating budget, etc. Include an analysis on how economic conditions affect employment and product consumption, and draw conclusions about the implications of such conditions on the creation, expansion, and relocation of businesses. (TN Reading 4, 7; TN Writing 2, 4, 7; TN Math N-Q, S-ID)

# Let's do one together

## Introduction to Business and Marketing

### Standard 8

Drawing on **resources** such as the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and local Chambers of Commerce or Development Districts, **investigate** the current **economic situation** in the county and **compare** it to the economic situation of the state. **Write** a report on the findings, **citing evidence** from sources researched. Findings can include the **unemployment rate**, **business growth/decline**, **occupation growth/decline**, **population changes**, **government operating budget**, etc. Include an **analysis** on how **economic conditions** affect **employment** and **product consumption**, and **draw conclusions** about the **implications** of such conditions on the **creation, expansion, and relocation of businesses**. (TN Reading 4, 7; TN Writing 2, 4, 7; TN Math N-Q, S-ID)

# You do!

Now, continue this process for the rest of the standards in your selected course.

## Resources:

- Consultant is available to assist
- Tablemates working on the same course
- *Literacy Standards Handbook*
- *Course Description Document*
- *Knowledge and Skills worksheet*

# Exit Slip Summary

Please get out your index card from your folder.

- On Side 1 (plain side), write one big idea that you gained from the morning sessions.
- On Side 2 (ruled side), identify something that you do not fully understand, would like further explanation, and or exploration.

# Agenda

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9 – 9:10	Welcome and Introductions
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10:30 – 11:15	Engaging Research*
11:15 – 12:45	Lunch (on your own) <i>Optional brown-bag work session and Q&amp;A tables</i>
12:45 – 2:15	Writing in Your Content*
2:15-3:45	Developing High Quality Objectives & Units*
3:45 – 4:30	Bringing it all Together

\* Participant work time, take breaks as needed



**Engaging Research and Writing in Your Content**

# What's Happening Today

## Part Two of Three-Part Series

Please take out your *Engaging Research and Writing in Your Content* worksheets.

- **“Engaging Writing and Research in Your Content”** is part two of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

## Objective for this Session

- Develop initial resources for use in your classroom to implement the new standards, including:
  - Instructional strategies to promote research
  - Authentic writing task or prompt



# Recap

- New look of course description document
- New format of course standards
  - Tennessee State Standards aligned with and embedded in standards
  - Comprehensive standard with competencies embedded
- Knowledge and Skills identified

*Now: Use knowledge and skills to create authentic research and writing tasks for students.*

# **Instructional Strategies that Promote Research**



# What is Research?

**Research** has numerous **definitions**:

- The **pursuit** of **knowledge**.
- The **systematic investigation** into and study of materials and sources in order to **establish facts** and **reach new conclusions**.
- The **collecting** of **information** about a **particular subject**.

# Key-Word Strategy

- Please take out your course description document.
- For the next three minutes, complete a close-read of the text.
- Highlight or underline the word **“RESEARCH”** in the course standards.

Be prepared to answer the following questions:

- Why is research important?
- What does research look like in your class?
- What are some of your “glows” when implementing research in your class?
- What are some of your “grows” when implementing research in your class?

# Primary Research

- Primary research is **new data** from the field or laboratory that is collected by a student.

## Examples

- Observations
- Survey Responses
- Interviews
- Lab Activity
- Data Collection

# Secondary Research

- Secondary research is **compiling data that was previously collected** by an outside source.
- “Data mining” may be conducted by the teacher or student.
- Provides you insight into changes over a longer period of time.

## Examples

- Database Searches
- Case Studies
- Industry Articles
- Technical Manuals
- Textbooks
- Newspaper Articles
- Websites

# Let's Check Our Understanding

- Please take out your course description document.
- For the next five minutes, complete a close-read of the text.
- Highlight or underline the words or phrases that **imply** **"RESEARCH"** in the course standards.
- Be prepared to share out words or phrases.

# Let's Check Our Understanding

- Let's work on some standards-based examples.
- Primary
- Secondary



# Let's Check Our Understanding

- In small groups, refer to the worksheets that you captured the examples of primary and secondary.
- In the third column of the worksheet, list examples of instructional strategies that promote research.
- Be prepared to share out.

**Pick a challenge standard.**



# Agenda

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\* Participant work time, take breaks as needed

# **Writing in Your Content**

# Why integrate writing in your content?

CTE courses' unique combination of rigor and relevance, motivate students in the education process to read, write and apply critical thinking skills in authentic situations.

Writing assignments can:

- Encourage students to process course material more deeply.
- Allow you to assess students' comprehension of course topics.
- Provide an opportunity for students to develop writing and research skills.
- **Introduce and train students in the writing conventions of a field.**



# 3 Types of Writing for CTE Courses



Writing-to-  
Learn

Writing-to-  
Demonstrate  
Learning

Writing-to-  
Apply  
Learning

# Writing-to-Learn

- The main purpose of **writing-to-learn** is to help students **think** through **key concepts** or **ideas** presented in a course.
- Writing-to-learn **assignments** are **short, impromptu**, or otherwise **informal writing tasks**.
- Provide **students** an **opportunity** to **reflect** on themselves as **learners**.

Examples:

- Think-pair-share
- Journaling
- One-sentence summary
- Capturing notes during lecture

# Writing-to-Demonstrate Learning

- The **main purpose** of writing-to-demonstrate learning is for the **teacher** to **gauge a student's understanding** of the **content** and/or **concepts** being taught.
- By regularly asking students to **think** and **write** at the higher levels students are **challenged** to **think through** the **content** and **reveal their understanding in more depth**.

## Examples:

- Summary of a demonstration
- Lab Report
- Explanation of a process
- Essay



# Writing-to-Apply Learning

- The **main purpose of writing-to-apply learning is to engage students in authentic writing tasks. This creates a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.**
- Authentic writing tasks require students to **demonstrate proficiency by applying existing knowledge** to solve a real-world problem in their **content, simulating a work-place experience.**

Examples:

- Price comparison analysis against competition
- Safety Infographic (Similar to those at a work site)
- SWOT analysis of a business
- Proposal, memo, or customer quote

# Examples of Writing in CTE Classes

## Example Read Through

Take 5 minutes to skim through the list of writing examples in your folder. Take a pen take notes using the following conventions:

- ! I am really excited to try this.
- ? I have a question about this.
- \* I currently use this in my classroom.

# Process for Creating Authentic Writing Tasks

We will be using a four step process to create authentic writing task.

## Process we'll be using today:

1. Read the course standard, are there any authentic writing tasks outlined in the standards? If not, consider how students are expected to write in their academic and professional career.
2. Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students.
3. Design your authentic writing task based on skills students need to develop in the course. (Guiding Questions)
4. Ensure the expectations of the writing task are clear and precise.

# Process for Creating Authentic Writing Tasks

**Step 1:** Read the course standard, are there any authentic writing tasks outlined in the standards? If not, you should think critically about how students are expected to write in college and career.

## Example: Introduction to Business and Marketing Standard 7

- Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and **compile a profile** detailing the type of ownership, history and background of founding, and description of products or services offered. In **an informative narrative**, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities and other market factors. (TN Reading 2; **TN Writing 2, 7**)

# Process for Creating Authentic Writing Tasks

**Step 2 :** Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students.

Standard	Knowledge	Skills
<p><b>7)</b> Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)</p>	<p>Types of business ownership</p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> </ul> <p>Business profile</p> <ul style="list-style-type: none"> <li>• ownership</li> <li>• history</li> <li>• description of products sold</li> <li>• description of services offered</li> </ul> <p>Business changes</p> <ul style="list-style-type: none"> <li>• operations</li> <li>• infrastructure</li> <li>• inventions</li> <li>• expansions</li> <li>• other market factors</li> </ul>	<p><b>Compare and contrast</b> R2 Determine central idea</p> <p><b>Research</b> R2 Determine central idea W7 Conduct short research project</p> <p><b>Compile</b> W2 Write informative/explanatory texts</p> <p><b>Highlight</b> W2 Write informative/explanatory texts W7 Conduct short research project</p>

# Process for Creating Authentic Writing Tasks

**Step 3:** Design your authentic writing task based on expectations of how students would apply the knowledge and skills of the standard in the workplace.

---

## **Introduction to Business and Marketing Standard 7**

Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)

## **Writing Prompt:**

**The local Chamber of Commerce has nominated your business as “business of the year” in the category of “Surviving in the New Economy”. Your CEO has asked you to complete a bio highlighting changes the business has made to its operations in response to market shifts and other economic factors to present to the awards committee.**

---

# Process for Creating Authentic Writing Tasks

**Step 4:** Ensure the expectations of the writing task are clear and precise.

Ask yourself these guiding questions:

- What is the purpose of the writing prompt or task?
- Which of the Tennessee State Standards conventions does it follow?
- Does the writing prompt or task follow the description in the Tennessee State Standards?

# Let's do one together

## **Business Management Standard 9**

Identify up to five businesses that could be considered competitors of the selected business. Gather and summarize information about the competition succinctly in a chart, table, or graphic. Information may include variety of products available, location, prices, services, and other unique characteristics. (TN Reading 1, 2, 7, 9; TN Writing 6, 7,)



# You do!

Now, continue this process for the rest of the standards in your selected course.

## Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Tennessee State Standards* booklet
- *Course Description* Document
- *Knowledge and Skills* worksheet



# **Strong Objectives**

How to Write Aligned, Specific and Measurable Statements

# What's Happening Today

## Part Three of Three-Part Series

Please take out your *Strong Objectives* worksheets.

- **“Strong Objectives: How to Write Aligned, Specific and Measurable Statements”** is part three of a three-part series developed to assist CTE teachers in preparing for implementation of the CTE course standards for the 2015-16 school year.
- You will walk away this afternoon with tools to use in your classroom.

## Objective for this Session

- Develop initial resources for use in your classroom to implement the new standards, including:
  - High quality objectives

# Recap

- New look of course description document
- New format of course standards
  - Tennessee State Standards aligned with and embedded in standards
  - Comprehensive standard with competencies embedded
- Knowledge and Skills identified
- Authentic research and writing tasks

*Now: Use knowledge and skills, and authentic research and writing tasks, to write strong objectives to teach standards.*

# Why Write Strong Objectives?

- Objectives **guide the activities and assessments** we chose to improve and evaluate our students' understanding of concepts.
- Objectives should be the learning related to the standards, meaning, they **describe the intended student learning outcome** inherent in a standard.
- Objectives refer to a description of **observable student knowledge** and/or performance.
- The stronger the objective, the **higher the level of understanding** the students are able to reach.

# Components of a Strong Objective

A strong objective should be clearly aligned to standards, specific and measurable. The objective should tell us explicitly what a student should be able to do fluently by the end of the lesson or unit to demonstrate proficiency of a specific standard or set of standards.

It should answer two questions:

## **What should the student be able to do?**

- What new pieces of knowledge (such as the description of a concept or the definition of a key term) will students be able to understand and explain?
- What new skill will students be able to perform? This is something each student is going to walk away with inside his or her head that wasn't there before.

## **How is the student going to reach that outcome?**

- What process or strategy will students use to achieve the learning goal?
- What activities will we use to assess student understanding?

# Components of a Strong Objective

## Work It Out

### Objective Structure

Students will be able to \_\_\_\_\_, by \_\_\_\_\_.  
What?/Nouns                      How?/Verbs

### Check the Strength

- ☐ Is it clear how this objective connects to a standard or set of standards in my course?
- ☐ Is it clear what methods/activities students will use to gain and demonstrate their understanding?
- ☐ Is it specific enough to differentiate the distinct pieces of knowledge and/or skills students need?
- ☐ Is it measurable? Does it give details on specific activities a proficient student would be able to complete effectively to demonstrate their understanding?

# Components of a Strong Objective

## Writing Process:

1. Determine the specific knowledge and skills you are trying to accomplish.
2. Arrange the knowledge and skills into a “students will be able to” statement, noting the distinct concept(s) you will be covering and also the approach you will be using with your students.



# Components of a Strong Objective

## Make it Specific!

A specific objective differentiates the distinct pieces of knowledge and/or skills a student needs to become proficient in a standard. It clearly describes, in detail, exactly what the teacher is going to cover and what the student will know by the end of the lesson/unit.

### Strong

**Students will compare and contrast the three primary types of business ownership citing advantages and disadvantages of each.**

### Weak

**Understand business ownership.**

## Make it Measurable!

A measurable objective outlines specific activities students will be using to gain, and demonstrate, an understanding of the concept in the standard. It clearly describes, in detail, what a proficient student would be able to accomplish by the end of the lesson/unit. How a teacher would assess the knowledge/skill should be clear.

### Strong

**Design an 8 – 10 question survey for interviewing the owner/manager of the selected business.**

### Weak

**Identify continuation of business operations.**

# Writing a Strong Objective: Example

**Step 1:** Start with knowledge and skills from previous worksheet. Remember to also consider the referenced standards in TN State Standards for technical subjects, general education, and others.

## Example: Introduction to Business and Marketing

Standard	Knowledge	Skills
7) Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)	<p>Types of business ownership</p> <p>Advantages and disadvantages</p> <ul style="list-style-type: none"><li>• Sole proprietorship</li><li>• Partnership</li><li>• Corporation</li></ul> <p>Business profile</p> <ul style="list-style-type: none"><li>• ownership</li><li>• history</li><li>• description of products sold</li><li>• description of services offered</li></ul> <p>Business changes</p> <ul style="list-style-type: none"><li>• operations</li><li>• infrastructure</li><li>• inventions</li><li>• expansions</li><li>• other market factors</li></ul>	<p>Compare and contrast</p> <ul style="list-style-type: none"><li>• R 2</li></ul> <p>Research</p> <ul style="list-style-type: none"><li>• R2</li><li>• W7</li></ul> <p>Compile</p> <ul style="list-style-type: none"><li>• W2</li></ul> <p>Highlight</p> <ul style="list-style-type: none"><li>• W2</li><li>• W7</li></ul>



Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none"><li>• Student will compare and contrast the three primary types of business ownership citing advantages and disadvantages of each.</li><li>• Student will design an 8 – 10 question survey for interviewing owner/manager of selected business.</li></ul>

# Checking our work

- Let's take a look at our sample objectives and see if they meet the criteria we established earlier for strong objectives. We said that strong objectives should be specific and measurable.
- Did we accomplish this?

Students will be able to (SWBAT)	Objective
SWBAT	<ul style="list-style-type: none"><li>• Student will compare and contrast the three primary types of business ownership citing advantages and disadvantages of each.</li><li>• Student will design an 8 – 10 question survey for interviewing owner/manager of selected business.</li></ul>

# Objective Gallery Walk

- After creating strong objectives, select one and write it on the chart paper provided for you.
- Make sure to reference the course name, standard number, and any standard alignments.
- Post your strong objective on the wall.
- With a partner for the next 8 minutes, rotate around the room and provide feedback to peer's objectives, using small yellow post-it notes
- Use the following guiding thoughts:
  - 1 Praise... (positive feedback)
  - 1 What if.... (changes or improvements)
- Return to your original objectives.
- Be prepared to report out.

# You do!

Now, continue this process for the rest of the standards in your selected course.

## Resources:

- Consultant and facilitator are available to assist (raise hand)
- Tablemates working on the same course
- *Tennessee State Standards* Poster
- *Course Description* Document
- *Knowledge and Skills* worksheet
- *Objectives* worksheet



# **Bringing it All Together**

Candi Norwood  
Career Cluster Consultant

# Objectives

By the end of training today, each of you will be able to:

**1. Understand the instructional expectations of the standards, including:**

- Alignment to Tennessee Standards for Literacy in Technical Subjects
- The knowledge and skills expected in each standard
- Connections to general education course standards

**2. Develop initial resources for use in your classroom to implement the standards, including:**

- Authentic writing prompts
- Instructional Strategies that promote Research
- High quality objectives

**3. Know where to find resources, tools, and support for implementing the standards.**

**4. Have access to Department of Education personnel to get your specific questions answered.**

# Finding Resources

What is available to assist you in implementing your new standards?





# Available Resources

## Recorded Webinars for CTE Endorsed Teachers

Walked through standards changes in-depth

Reviewed transition to Career Clusters that occurred in 2012-13

Gave overview of new guidelines for Work Based Learning

## Provided Answers to Questions

Frequently Asked Questions

Myths vs. Facts

Overview One-Pager

Process Highlights

Next Steps Checklist



Each  
Cluster

## Developed Materials for Support

Resource List

Equipment List

Standards Crosswalk



Each  
Course

# Available Resources

<http://www.tn.gov/education/cte/>



TENNESSEE DEPARTMENT OF  
**EDUCATION**

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## CAREER & TECHNICAL EDUCATION

Career Clusters & Course Standards

Early Postsecondary Opportunities

eTIGER

Important Dates

Pathways Tennessee

Perkins & Compliance

Professional Development

Programs & Initiatives

Student Organizations

Tennessee Council for CTE

Work-Based Learning

[Contact Career & Technical Education](#)

[CTE Organizational Chart](#)

## Preparing Students for Success

Tennessee's Career & Technical Education consists of 16 nationally recognized [career clusters](#) with the ultimate goal of preparing students for success at the postsecondary level and in their chosen careers.

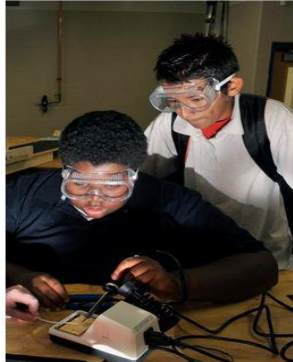
- [2014-15 Programs of Study](#)
- [2015-16 Programs of Study](#)
- [2014 CTE Year in Review](#)
- [Open Enrollment Guide](#)
- [Correlation of Course Codes](#)
- [Career Clusters](#)

## For Educators

- [CTE Professional Development](#)
- [Director Resources](#)

## For Students & Parents

- [Tennessee Promise](#)
- [www.CollegeforTN.org](#)
- [Tennessee College Access and Success Network](#)
- [Tennessee Governor's Schools](#)



## Related Links

- [CTE Academic Standards](#)
- [eTIGER Login](#)
- [Teacher Licensing](#)

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# Available Resources

## CAREER & TECHNICAL EDUCATION

### Career Clusters & Course Standards

Advanced Manufacturing  
Agriculture, Food, & Natural Resources  
Architecture & Construction  
Arts, A/V Technology & Communications  
Business Management & Administration  
Education & Training  
Finance  
Government & Public Administration  
Health Science  
Hospitality & Tourism  
Human Services  
Information Technology  
Law, Public Safety, Corrections, & Security  
Marketing  
STEM  
Transportation, Distribution, & Logistics  
Middle School CTE Courses

Early Postsecondary Opportunities

eTIGER

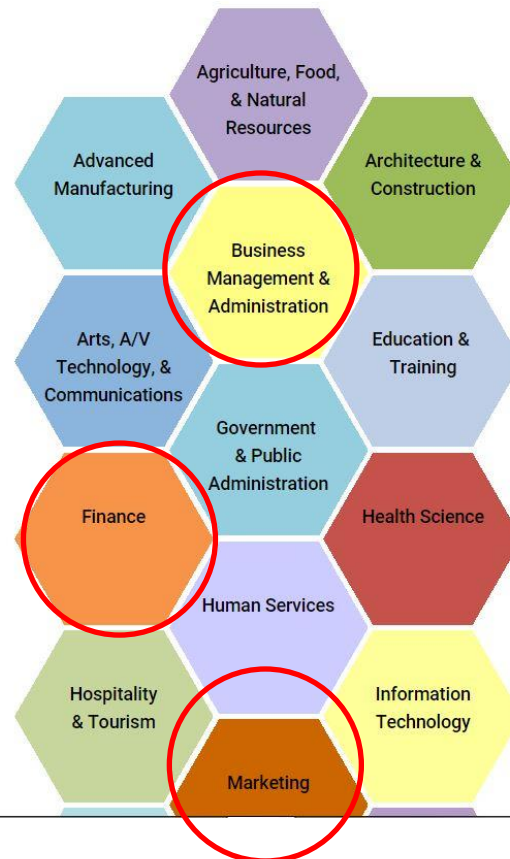
Important Dates

Pathways Tennessee

Perkins & Compliance

## CTE Career Clusters

Choose your pathway to success.



### Additional Information

- [2014-15 Programs of Study](#)
- [2015-16 Programs of Study](#)
- [Work-Based Learning](#)
- [Career and Technical Student Organizations \(CTSOs\)](#)
- [2015-16 Comprehensive Course List](#)
- [2015-16 Teacher Endorsement and Certification Crosswalk](#)
- [2015-16 Retired Course List](#)
- [2015-16 Retired Course Standards Crosswalk](#)



# Available Resources

New Programs of Study



FAQ & Myths/Facts  
Resource List  
Equipment List  
and more!



## Business Management & Administration

Program of Study	Level 1	Level 2	Level 3	Level 4
Business Management	Introduction to Business & Marketing (5905)	Business Communications (5888) -and/or- Accounting I (3701 or 5910)	Business Management (5889)	Business & Entrepreneurship Practicum -and/or- Virtual Enterprise International <sup>1</sup> (5900)
Office Management	Computer Applications (5891)	Business Communications (5888)	Business Management (5889)	Advanced Computer Applications (5904)
Health Services Administration	Introduction to Business & Marketing (5905)	Health Science Education (5998)	Health Information Technology (5997)	Business & Entrepreneurship Practicum -and/or- Virtual Enterprise International <sup>1</sup> (5900)

<sup>1</sup> Satisfies ½ credit of Economics required for graduation.

Available courses for elective credit in this cluster: American Business Legal Systems (5892), Business Economics (5898), Work-Based Learning: Career Practicum (6105)

## 2015-16 Programs of Study

- Business Management
- Office Management
- Health Services Administration
- Courses for Elective Credit

<sup>1</sup> Satisfies ½ credit of Economics required for graduation.

## Resources

- Business Management & Administration Equipment List
- Business Management & Administration, Finance, and Marketing FAQ
- Business Management & Administration Standards Resource List
- Unpacking CTE Course Standards: Business Management & Administration
  - Presentation
  - Knowledge and Skills
  - Writing Strong Objectives
  - Curriculum Map

# Available Resources: Resource Lists



## Resource List - Marketing

Resource	Author / Publisher	Location	Notes
<b>Occupational Employment Statistics</b>	US Dept. of Labor Bureau of Labor Statistics	<a href="http://www.bls.gov/oes">http://www.bls.gov/oes</a>	Can be used to meet Standard 2 in Advertising and Public Relations and in other Marketing or Business Cluster course standards covering occupations.
<b>Current Employment Statistics</b>	US Dept. of Labor Bureau of Labor Statistics	<a href="http://www.bls.gov/ces">http://www.bls.gov/ces</a>	Can be used to meet Standard 2 in Advertising and Public Relations and in other Marketing or Business Cluster course standards covering occupations.
<b>International or Global Marketing Case Studies</b>	American Marketing Association	<a href="http://www.marketingpower.com">http://www.marketingpower.com</a>	Can be used to meet Standard 26 in Advertising and Public Relations and in other Marketing or Business courses.
<b>9 PR Fiascos that were Handled Brilliantly by Management</b>	Kim Bhasin / Business Insider	<a href="http://www.businessinsider.com/pr-disasters-crisis-management-2011-5?op=1">http://www.businessinsider.com/pr-disasters-crisis-management-2011-5?op=1</a>	Can be used to meet Standards 21 and 22 in Advertising and Public Relations



# Available Resources: Lesson Plans

<http://www.tncore.org>

The screenshot shows the TNCore.org website. At the top is the TNCore logo and a search bar. Below the logo are navigation links: Home, FAQs, and Contact Us. A horizontal menu bar contains six categories: About TN Standards, Assessment, RTI<sup>2</sup>, Training, For Leaders, and Parents & Community. Under these categories are icons and labels for Mathematics, English Language Arts, Literacy in Science & Technology (highlighted with a red box), and Literacy in Social Studies. Below the menu is a large image of a teacher interacting with students in a classroom. Overlaid on the bottom of this image is a banner for '2014-15 TCAP Information' with a numbered list 1, 2, 3, 4. To the right of the classroom image are four red buttons: 'Apply to be a TNReady Item Reviewer', 'Apply to be a Core Coach', 'Register for a TNCore Training', and 'Subscribe to TNCore Updates'. At the bottom right is a welcome message: 'Welcome to TNCore.org! To be ready for college and career, students need to be able to read, write, solve problems, and think. Tennessee's standards reflect our commitment to ensure all students graduate from high school ready to begin their postsecondary education or career. This site is dedicated to providing'.

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Mathematics | English Language Arts | **Literacy in Science & Technology** | Literacy in Social Studies

**2014-15 TCAP Information**

1 2 3 4

**Apply to be a TNReady Item Reviewer**

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**Welcome to TNCore.org!** To be ready for college and career, students need to be able to read, write, solve problems, and think. Tennessee's standards reflect our commitment to ensure all students graduate from high school ready to begin their postsecondary education or career. This site is dedicated to providing

# Available Resources: Lesson Plans

<http://www.tncore.org>

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About TN Standards

Assessment

RTI<sup>2</sup>

Training

For Leaders

Parents & Community



Mathematics



English  
Language Arts



Literacy in  
Science &  
Technology



Literacy in  
Social Studies

[Home](#) - [Literacy in Science and Technology](#) - Instructional Resources

## Instructional Resources

Here is an overview of the grade-specific resources you will find in each grade band below:

### LITERACY UNITS

These units teach students to read complex informational critically and to respond through writing.

### LITERACY TASKS

Created by teachers for teachers, these tasks feature complex informational texts and integrated reading, writing, and speaking grounded in evidence from text.

**Directions:** Instructional resources for Literacy in Science and Technology can be accessed by clicking the grade band in the table below.

[Science 6-8](#)

[Science 9-12](#)

[CTE 6-12](#)

# Available Resources: Lesson Plans

<http://www.tncore.org>

## • Business Management & Administration

- [9-10 Student Loan Debt Task](#)
- [9-10 Teacher Externship Lesson: Business Writing and Communications](#)
- [6-12 Creating Social Media Business Guidelines](#)
- [9-12 Teacher Externship Lesson: Creating a Safety Culture](#)
- [11-12 Teacher Externship Lesson: Lean Production and Management](#)
- [11-12 Teacher Externship Lesson: Business Ethics and Workplace Expectations](#)

## • Marketing

- [9-10 Rebranding](#)
- [9-10 Teacher Externship Lesson: Sales and Marketing in Broadcasting](#)
- [11-12 Crisis Management](#)
- [11-12 Teacher Externship Lesson: Marketing Communications and Event Planning](#)



# Available Resources: Lesson Plans

<http://www.tncore.org>

TNCore

## Rebranding Strategies

CTE Common Core State Standards Aligned Lessons

This resource is best for:

<b>Teachers of:</b>	Marketing & Management I – Principles	<b>Career Cluster:</b>	Marketing
<b>Addressing Standard(s):</b>	Standard 27	<b>Grand-Brand</b>	9-10
<b>In alignment with CTSO:</b>	DECA <a href="http://www.decatn.org">http://www.decatn.org</a>	<b>CTSO Event: (if applicable)</b>	Principles of Business Administration Events, Team Decision Making Events, and Individual Series Events

**Learning Objective:** The goal of this activity is to develop a student's understanding of how rebranding strategies can work while practicing the skills necessary to become proficient in the Common Core State Standards for Literacy in Technical Subjects. Teachers can use this activity to develop an understanding of how brands and branding strategies help create a distinct image and personality of a product. Discussions, reading, researching, and writing exercises are coordinated in class to help students learn the various branding elements, how a company can strengthen its message, re-position its product or service through branding changes, and implement successful rebranding strategies.

The following should be used during this teaching:

- Essays should be evaluated using the 2013-14 Tennessee 9-12 Literacy Informational/Explanatory Rubric, found at [http://www.tncore.org/literacy\\_in\\_science\\_and\\_technology/assessment/scoring\\_resources.aspx](http://www.tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx).
- For information on how to develop text-dependent questions for rich classroom discussion, visit [http://www.tncore.org/literacy\\_in\\_science\\_and\\_technology/curricular\\_resources/text\\_dependent\\_questions.aspx](http://www.tncore.org/literacy_in_science_and_technology/curricular_resources/text_dependent_questions.aspx).

**CTSO Competition Overview:** Participants in all DECA competitive events may expect a DECA connection to branding strategies. Example performance indicators for the competitive events may include the following:

- Explain the nature of corporate branding.
- Describe factors used by businesses to position corporate brands.
- Explain the nature of product/service branding.
- Develop strategies to position a product or service.

Visit the DECA website for a list of this year's competitive events.

[http://www.deca.org/docs/conferences-competitions/DECA\\_Guide.pdf](http://www.deca.org/docs/conferences-competitions/DECA_Guide.pdf)

1

# CTSOs Course Alignment



TENNESSEE DEPARTMENT OF  
**EDUCATION**  
DIVISION OF CAREER AND TECHNICAL EDUCATION

## Marketing and Management I: Principles

### CTSO Course Alignments

	STANDARD	ALIGNED DECA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Define marketing and describe the marketing benefits derived from each economic utility (form, time, place, possession, and information). Discuss how each benefit adds value to products and services. (TN Reading 2, 4, 5; TN Writing 4; TN Economics 2)		• FFA: Marketing Plan
2	Describe each marketing core function (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling) and supply examples of how each of these functions support the marketing concept. (TN Reading 2, 4, 5; TN Writing 4)		• FFA: Marketing Plan
3	Examine the marketing mix; select a product or service and construct a visual representation with details and examples illustrating each of the four P's (product, place, price, and promotion) of that particular product or service. (TN Reading 1, 7, 9; TN Writing 4)		
4	Analyze the elements of a marketing plan and retrieve sample templates or exemplars from real companies (use local sources or Internet searches of prominent businesses). Discuss common elements of each marketing plan and identify the different objectives that the companies outlined in each plan, citing specific textual evidence. (TN Reading 1, 6, 8, 9; TN Writing 8, 9)		• FFA: Marketing Plan
5	Explain the concept of market segmentation. Cite textbook(s) and case studies in a discussion of how market segmentation is used as a company		

20	Explain feature/benefit selling. Break down a selected product into the features and benefits most likely to resonate with a target population, and translate five product features into five customer benefits. (TN Reading 1, 4; TN Writing 4)	• DECA: Professional Selling events	
21	Role-play the position of sales associate to a fellow classmate posing as a customer. Prepare a mock sales demonstration using the AIDA approach (Attention, Interest, Desire, and Action) while taking one's customer through the following steps: a. Identify the approach b. Determine needs c. Present the product d. Overcome the objections e. Close the sale (using a variety of purchase options: cash, credit, layaway) f. Offer suggestive selling g. Relationship management (TN Reading 3)	• DECA: Professional Selling events	• FFA: Agricultural Sales • HOSA: Public Service Announcement • TSA: Digital Video Production, On Demand Video
22	Explore customer relationship management strategies by formally or informally interviewing managers or other employees at local businesses. Draft a plan for maintaining and strengthening a company's relationship with its customers by identifying frequency and types of contacts, value-added services to be offered, and other activities, including social media marketing, aimed at improving customer satisfaction, loyalty, and advocacy. (TN Reading 1, 2, 6, 8; TN Writing 4, 8, 9)	• DECA: Business Operations Research events • FBLA: Partnership with a Business Project	• FCCLA: Interpersonal Communications • FFA: Marketing Plan, Agricultural Communications • HOSA: Creative Problem Solving • SkillsUSA: Customer Service
23	Describe the process of new product and/or service development, including what marketing activities must occur prior to product launch. Design a chart illustrating the key steps (e.g., idea generation, screening, development, testing, introduction, and evaluation of customer acceptance) in new product development. (TN Reading 1, 2; TN Writing 4)	• DECA: Business Operations Research events	• TSA: Desktop Publishing
24	Discuss the nature, scope, and importance of branding in product planning. List three different types of brands (Generic, Private, and National). Explain how branding strategies are used to meet sales and company goals, and examine a case study of a successful or failed business attempt at a	• DECA: Business Operations Research events	

# Resource : CTSO Competitive Event Crosswalks with Courses

20	Explain feature/benefit selling. Break down a selected product into the features and benefits most likely to resonate with a target population, and translate five product features into five customer benefits. (TN Reading 1, 4; TN Writing 4)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Professional Selling events</li> </ul>	
21	<p>Role-play the position of sales associate to a fellow classmate posing as a customer. Prepare a mock sales demonstration using the AIDA approach (Attention, Interest, Desire, and Action) while taking one's customer through the following steps:</p> <ol style="list-style-type: none"> <li>Identify the approach</li> <li>Determine needs</li> <li>Present the product</li> <li>Overcome the objections</li> <li>Close the sale (using a variety of purchase options: cash, credit, layaway)</li> <li>Offer suggestive selling</li> <li>Relationship management(TN Reading 3)</li> </ol>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Professional Selling events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> <li>• <b>HOSA:</b> Public Service Announcement</li> <li>• <b>TSA:</b> Digital Video Production, On Demand Video</li> </ul>
22	Explore customer relationship management strategies by formally or informally interviewing managers or other employees at local businesses. Draft a plan for maintaining and strengthening a company's relationship with its customers by identifying frequency and types of contacts, value-added services to be offered, and other activities, including social media marketing, aimed at improving customer satisfaction, loyalty, and advocacy. (TN Reading 1, 2, 6, 8; TN Writing 4, 8, 9)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research events</li> <li>• <b>FBLA:</b> Partnership with a Business Project</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Interpersonal Communications</li> <li>• <b>FFA:</b> Marketing Plan, Agricultural Communications</li> <li>• <b>HOSA:</b> Creative Problem Solving</li> <li>• <b>SkillsUSA:</b> Customer Service</li> </ul>
23	Describe the process of new product and/or service development, including what marketing activities must occur prior to product launch. Design a chart illustrating the key steps (e.g., idea generation, screening, development, testing, introduction, and evaluation of customer acceptance) in new product development. (TN Reading 1, 2; TN Writing 4)	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Desktop Publishing</li> </ul>
24	Discuss the nature, scope, and importance of branding in product planning. List three different types of brands (Generic, Private, and National). Explain how branding strategies are used to meet sales and company goals, and examine a case study of a successful or failed business attempt at a	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research events</li> </ul>	

# Next Steps to Support Standards Revisions

**Goal: Support teachers in teaching the standards – instructional shifts, content, and materials**

- **Offer robust teacher professional development**
  - Develop equipment and resource lists for new courses
  - Release additional lesson plans on [www.TNCore.org](http://www.TNCore.org)
  - Offer spring PD sessions regionally across all three grand divisions
  - Provide self-study modules and facilitation resources to teachers and administrators
  - Focus on standards-aligned activities during 2015 Institute for CTE Educators

## **Teacher & Administrator To-Do:**

- ❑ Visit Career Cluster websites and [www.TNCore.org](http://www.TNCore.org) to find helpful materials.
- ❑ Save the date for Institute for CTE Educators: July 6-10 at Music City Center, Nashville.

## **Evaluation of Today's Workshop**

- Turn to the purple sheet in your folder and complete.
- The more detailed the feedback, the more changes we can make to improve training going forward.
- Place face-down on center of table for us to collect.
- When you are finished, you are free to go.

**THANK YOU!**

## **Candi Norwood**

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